DOCUMENT RESUME

ED 169 427 CG 013 358

TITLE	Ways and Means of Strengthening Information and Counselling Services for Adult Learners. Report of the International Symposium, May 22-27, 1977.
SPONS AGENCY	United Nations Educational, Scientific, and Cultural Organization, Paris (France).; University of Southern California, Los Angeles.
PUB DATE	22 May 77
NOTE	53p.
AVAILABLE FROM	University of Southern California, College of Continuing Education, CES 200, Los Angeles, CA 90007 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Learning; *Continuing Education Centers; Counseling; *Counseling Services; *Guidance Services; International Studies; *Noncredit Courses; Postsecondary Education; Professional Services; *Senior Citizens
IDENTIFIERS	*UNESCO

ABSTRACT

This symposium was the first international meeting to study the place of information, guidance and counseling services in adult learning. The report suggests guidelines for all concerned with the development of their nations and societies through programs for adult education. It opens with a discussion on socio-economic, political-cultural patterns and assumptions and then presents materials dealing with the relevance and dissemination of research. Papers which cover the evolution of peer counseling, information services for older people, group counseling for women and a counselor training curriculum are also included. A bibliography of directories and manuals, and a participant list are included. (BP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Ways and Means of Strengthening Information and Counselling Services for Adult Learners

Report of the International Symposium May 22-27, 1977

ED169427

University of Southern California
College of Continuing Education
in cooperation with Unesco

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

UNESCO

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CG013358

Published in 1978 by the
University of Southern California
College of Continuing Education

All rights reserved. No part of this publication may be reproduced in any form without permission from the publishers, except for brief passages quoted for review purposes. © Unesco 1978

Individual copies of this report are available at $4 postpaid by writing to the University of Southern California College of Continuing Education, CES 200, Los Angeles, California 90007, U.S.A.

Cover: Jay Beynon Design

Contents

Background and Acknowledgements iv

Preamble: Socio-Economic-Political-Cultural Patterns and Assumptions Regarding National Interpretations vii

I. Terminology, Functions and Roles 1

II. Present Provision for Information and Counseiling 5

III. Information, Guidance and Counselling Services in Relation to Other Major Components of the Overall Adult Education Structure 10

IV. Information, Guidance and Counselling Services in Relation to Other Counselling Services 12

V. The Roles of Schools and Institutions of Higher Education in Information and Counselling about Non-Formal Learning Opportunities 14

VI. Personnel and Training 16

VII. Organization and Administration 22

VIII. Research, Evaluation, Accountability, and Dissemination of Findings 25

IX. Suggestions for Future Action 29

Bibliography 33

Annex I Agenda 37

Annex II List of Participants and Observers 38

Annex III Presentation of Counselling and Information From Los Angeles 42

Background and Acknowledgements

The International Symposium on Ways and Means of Strengthening Information and Counselling Services for Adult Learners was organized by the College of Continuing Education at the University of Southern California, under contract with Unesco, and with considerable assistance from the United States Department of State and the United States Department of Health, Education and Welfare, Office of Education. Additional support in terms of personnel and finance was provided by several of the countries and the institutions from which the participants and the observers were drawn. In the United States of America such organizations are: The Adult Education Association of the U.S.A.; the American Association of Retired Persons; the American Personnel and Guidance Association; The California State Department of Education; Collaborative Change, Inc.; the College Entrance Examination Board; International Roundtable for the Advancement of Counselling; the Los Angeles Unified School District; the National Advisory Council on Adult Education; the National Advisory Council on Extension and Continuing Education; the National Association of Public Continuing Adult Education; and the National Urban League.

The preparations for the seminar included the compilation of a bibliographic review of counselling and information services for adult learners undertaken by the Department of Adult Education of the Ontario Institute for Studies in Education under contract with Unesco. Two publications resulted from this review, i.e.: an annotated bibliography on *Counselling and Information Services for Adult Learners in North America* by Diana J. Ironside, The Ontario Institute for Studies in Education, published by The International Bureau of Education, Geneva, as Nos. 198/199 of *Educational Documentation and Information*, and *Trends in Counselling and Information Services for the Adult Learner* by Diana J. Ironside and Dorene E. Jacobs, published by O.I.S.E.

The College of Continuing Education at the University of Southern California had also made a systematic gathering of information and documentation, which was available throughout the meeting, a small part of which has been listed in the bibliography prepared by the College of Continuing Education. Also available was the compendium of publications in this field which are permanently stored in The Educational Resources Information Center, the national information system for education with a network of 16 clearinghouses, each with a different educational focus. The information is disseminated monthly in two publications—*Resources in Education* and *Current Index to Journals in Education* and on computer tapes, all available by subscription. The ERIC collection includes research reports, program descriptions, curriculum materials, administrator guides, literature reviews, and other resources. ERIC/CE is sponsored by the National Institute of Education, U.S. Office of Education.

The participants listed in Annex II were invited in their individual capacity from all regions of the world and represented a wide range of experience:

teaching and counselling of adults, administering programmes of adult education and of multiple counselling services, volunteer activities, and formulating and implementing of national policy.

The meeting was also attended by a number of observers representing a wide range of organizations concerned with counselling and information services. They are listed in Annex II. Observers were invited to join in the discussions, and made valuable contributions.

All sessions were held at the Davidson Conference Center for Continuing Education from May 22 - 27, 1977.

At the opening session which was addressed by President John R. Hubbard, University of Southern California; Rosalind K. Loring, Dean of the College of Continuing Education, University of Southern California; and Mr. Paul Bertelsen, Chief of the Adult Education Section, Unesco, the following officers were elected: President, Dean Rosalind K. Loring; Vice President, Professor Lalage Bown, and Rapporteur, Dr. Chris Duke.

The provisional agenda, which had been prepared by the Adult Education Section of Unesco, was adopted with a preamble on socio-economic-political-cultural patterns and assumptions regarding national interpretations and items dealing with the relevance of research as an instrument to strengthen counselling including culture, and the dissemination of research, data and descriptions.

Two special evening sessions were devoted to presentations of programmes operating under different local conditions. At one session, Mrs. G. Bagoes Oka of Bali, Indonesia; Mrs. Denise Aguero of San Jose, Costa Rica; and the Honorable Nicholas Kuhanga, Minister of Education, Tanzania, each described the conditions and innovations of the field as experienced in their countries; Dr. Wolfgang Schulze-Olden of Cologne, Federal Republic of West Germany, reported on his unique counselling centre; and papers were submitted by Dr. Schulze-Olden and Dr. Dorothy Eagleson of Belfast, Northern Ireland. During the other session, several early and continuing developmental projects in Los Angeles, California (U.S.A) were described by Mrs. Marion Marshall, Mrs. Harriet Glickman, Mr. Ruby Tyson, Mrs. Shule Ash, and Mrs. Alice Manion. They covered the evolution of peer counselling, information services for older people, group counselling for women, and a curriculum for training counsellors. (For affiliation of each, see Annex III.)

Other relevant activities complemented the discussion sessions, such as visits to local community colleges, counselling centres, and informal meetings with counsellors and adult educators from local schools and colleges. The Los Angeles World Affairs Council and others provided the means for meeting people in the community while schools, publishers, governmental agencies and developers of counselling, training and other appropriate adult education programmes supplied the symposium with materials in such profusion as to send the participants and observers home laden with ideas and information.

However, the bulk of the available time was spent in systematic discussion of the items on the Agenda, and in the formulation of the recommenda-

tions contained in this report. The basic working document, supplied by Unesco, was found to be of inestimable value in the entire deliberations of the symposium.

As the recommendations emerged from the discussions it became apparent that no single model exists, and that every country or local area would have to select from the span or range of possible information, guidance and counselling services, those most appropriate to its circumstances.

At the closing session, the report prepared during the week by the Rapporteur, with the active collaboration of several of the participants, was adopted with minor changes. Concluding remarks were made by Frederick Lawton, U.S. Department of State; Paul Delker, Office of Education, U.S. Department of Health, Education and Welfare; the Honourable Nicholas Kuhanga, Minister of Education, the United Republic of Tanzania; and Paul Bertelsen, Unesco.

Preamble: Socio-economic-political-cultural Patterns and Assumptions Regarding National Interpretations

This symposium was the first international meeting ever to study the place of information, guidance and counselling services in adult learning and access to educational opportunities—a fact which indicates the recent emergence of this area as a subject of attention and also its growing importance. The following report is a first exploration. It is hoped that it will suggest guidelines to all concerned with the development of their nations and societies through effective use of programmes for the education of adults. It is addressed to international bodies, policy-makers, governmental and non-governmental agencies providing information services and adult learning opportunities, and international, national and local organizations of counsellors, learners, and teachers of adults.

The significance of adult education within the framework of lifelong learning is well-known to all member states of Unesco, whose General Conference adopted a *Recommendation on the Development of Adult Education* at its nineteenth session in Nairobi in November, 1976.

The principles underlying the recommendation are that all human beings, for the sake of society and for their own sake, must be constantly learning again and anew. The implication is that children and young people should be intellectually and morally prepared to continue learning as long as they live, and that adults, whether they have been prepared for further education through schooling or not, should have access to education appropriate to their interests or needs at any stage of life. While the options confronting the child and its parents at the time of initial schooling are strictly limited, the learning opportunities, formal and non-formal, become more diverse as life unfolds, and for the adult it is not only difficult to choose; under present conditions it is often a problem even to get information about the very opportunities that exist.

Information and counselling are considered essential to the effective working of any adult education system or programme; such services should be fully coordinated with adult education services. Information and counselling may be the only ways of bringing education and training to very many persons who would otherwise remain ignorant of and even resistant to opportunities for improving their skills, knowledge, and ideas, and who, missing these opportunities, would be unable to contribute to economic and social progress or to realize their own potential. Further, information and counselling are necessary to sustain adults who are already studying and who still need to take the best advantage of what is offered. In short, without information, guidance and counselling, adult education will be both under-used and mis-used and will thus not give the full social and economic returns which could be expected by educational and social planners.

The theme of this report has both a social and an individual dimension.

From the *societal* perspective, it is recognized throughout that each adult education counsellor is working in a particular socio-economic, political and cultural context. For international agencies, it is essential, therefore, to understand and respect cultural and national diversities; and from the standpoint of the counsellor, it is essential to understand and identify with the forces at work in one's own society. Nevertheless, there are similar categories of problems in most countries. Among them are the glaring needs of underprivileged persons for increased access to education and for especially sympathetic counselling in their learning efforts; these were referred to in the Third International Conference on Adult Education organized by Unesco in Tokyo in 1972 as the "forgotten people." They include the majority of the women in the world; and it is recognized in the *World Plan for Action for the U.N. Decade for Women* that access to education and training is the key factor in reducing the gaps between the sexes. They also include substantial groups of deprived persons in the affluent countries.

The *individual* perspective is a humanistic one. It implies that the most important person in the adult education process is the individual learner, with his/her problems, special talents and hopes, and with his/her responsibilities to family, community and work place. Counselling would become arid if the individual's self-development were not its primary focus and concern.

Consideration of society and the individual leads on to consideration of the relevance of this symposium to developed and developing countries. Counselling, guidance and information are best viewed as developing experiences rather than developed systems. Thus, while developed nations may have more organized and generalized methods and procedures, developing states, and developing populations within developed states, have equal needs in the areas of adult education, counselling, guidance and information. The difference is that the everyday realities of life for developing peoples differ sharply from those for developed peoples. However, both overall populations require information and focusing of resources upon adult education as an expansion of individual, social and national possibilities. Furthermore, both overall populations require information and focusing of resources upon counselling, guidance and information as a support system for adult education. What must not be forgotten is that the peoples of the developing world—both at the level of states and as populations within the developed states—have a more folk-based, informal level of education and support. Adult education and counselling have always existed in so-called developing or underdeveloped populations, an existence based upon humanistic, extended patterns of communications. Such populations need to be reminded of this reality—a reality that is itself deserving of being preserved and respected in the face of the often threatening wave of systematic, technological culture.

This conveys two messages. The peoples of developing countries are reminded to view counselling systems within the historically validated experience of their own cultures before accommodating to other cultural interpretations. Such an experience is strongly holistic—possibly an inefficient mode

of communication, but often far more respecting of the human being and his unique possibilities. At the same time, the efficiency-oriented approach of peoples from the developed countries would benefit from an incorporation of selected elements of other cultures, and such peoples are invited to make a conscious effort to avail themselves of these elements.

Whether a nation or people is defined as developed, industrialized, underdeveloped, or needy obscures a very critical point: all peoples deserve the right to a life that enables them to broaden their human potential. The nations of the industrialized world realize the need for adult education, counselling, guidance and information, a need which remains unmet. While some research has been done in the disciplines of adult education and the fields of information and counselling services, many serious questions remain to be asked. Technological sophistication is not necessarily a guarantee of the expansion of the human spirit. True, material affluence has led to highly systemized programs of adult education, counselling, guidance and information. Yet those most in need of adult education and services benefit from them least.

While developed nations have examples of effective delivery of adult educational and counselling systems, they too often lack dissemination of these successes to wider ranges of more needful populations; and they also have a general need for retraining of people trained for either dead-end or obsolete careers or occupations overstocked with occupants.

Other common themes in what follows are:

- ◇ Consciousness of the importance of the role of governments in promoting and providing for the education of adults and counselling of adult learners;
- ◇ The continuing significance of individual efforts and initiatives in the development of information, guidance and counselling services;
- ◇ Recognition of potential problems during the process of organizing counselling into an institutionalized activity and profession.

Looking to the future, care should be taken to maintain flexibility and avoid merely adopting the model of another new "discipline" of the adult education counsellor. In fact, the emphasis should always be on adult learning rather than on institutional provision.

Beyond these general considerations, some more specific conclusions emerge about information services and guidance counselling.

Information services have a dual function. First, to assist the nation in design and development of appropriate programs for the adult learner, since realistic planning depends on access to adequate data, and secondly, to assist the individual to make the best use of learning opportunities, since choice depends on knowledge. In building up information networks, it may be that one of the first tasks will be to map out what services are already in existence, how they operate and the problems they encounter. Such surveys should not be confined to services operated by adult education agencies. Representatives from the counselling profession should be involved from the beginning, and all information and counselling services that are even indirectly concerned with adult learning should be included.

It may well be that initial efforts should be directed towards the development of information. Most countries have at least some persons with the necessary skills and are in a position to train others fairly swiftly, whereas it is more time consuming and difficult to train counsellors. In any case, a solid base of information is needed for developing guidance and counselling services. (This does not imply that counselling cannot be embarked upon until there is a fully developed information network—counselling services can be built up side by side with information after an initial stage.)

There is need for a special awareness among persons responsible for providing information to potential adult learners of the importance of motivating such potential learners to participate in programs of study. Information needs to be appealing and to relate back to preoccupations, interests and perceived learning needs of the intended audiences.

A solid base of information is almost a pre-requisite for the development of counselling services, and indeed it is not possible easily to draw a sharp dividing line between them. Since the main interest here is in guidance and counselling, various conclusions emerged about duties, relationships and responsibilities. It is strongly believed that there is a necessity for full-time professional counsellors in any well-articulated system of adult and continuing education; at the same time there will always be benefit from counselling performed by semi-professionals, such as teachers of adults, peers and others.

Anyone engaged in counselling has a responsibility to act as advocate for the persons he or she counsels and should be perceived not to have interests which would conflict with this. Care should be taken to point out the real choices facing adult students (or potential adult students), but not to direct or circumscribe those choices. Counsellors should not lose sight of the goals of society, and should enable counsellees to appreciate the chances they have to attain those goals. Above all, counsellors should help individuals to change or break out of limiting circumstances rather than to conform or adapt to them.

Finally, this report affirms that the value of information, guidance and counselling often can not be measured in immediate cash terms. Their value is to be seen rather in human and social terms. In helping men and women to find their way to learning opportunities which would enable them to use their talents they would save the community from the heavy negative costs of crime, under-employment and welfare and positively lead to national stability, progress and development. Every nation hopes for greater prosperity and a better quality of life for its citizens; effective adult learning, fortified by effective counselling, should bring these goals closer to reality.

I. Terminology, Functions and Roles

Terminology

The terminology in this area of relatively new concern to adult education is not as yet either clear or agreed upon. The following is a beginning towards some agreement.

Information services. The word "information" occurs in two kinds of services: information services by sponsors of adult education; information-giving by counsellors of adult learners.

Information services of the first type consist of informing potential participants about the educational program. This type of service may take any of the following forms:

- ◇ Publications (i.e., brochures, mailings);
- ◇ Announcements at public meetings;
- ◇ Specialized publications for particular target groups (e.g., foreign workers, housewives, prisoners, the unemployed, school leavers, and marginal groups);
- ◇ School meetings, and meetings in other educational institutions;
- ◇ Community group meetings, trade unions;
- ◇ Television, telephone contact, radio and public posters, newspapers;
- ◇ Theatres (e.g., information slides preceding the movie), sports clubs, recreation places;
- ◇ Information (i.e., brochures, etc.) to related agencies and other counselling services.

Consideration of information services also at several points embraces consideration of motivation.

A direct approach has advantages over a widespread approach; information should be directed to specific target groups by means of various appropriate channels. The mass media are appropriate for certain circumstances and purposes. Anonymity is desirable and necessary in some instances. Participation in the planning process itself by potential participants can enhance motivation. *Legitimate publicity, including recruiting, should be distinguished from unscrupulous and misleading marketing.*

Not only are some channels more relevant to some groups, information can also be taken to places where people are 'relevantly located,' such as infant clinics for information about courses in nutrition. Practical demonstration methods as employed in some forms of extension programmes can be very effective motivators.

There are a number of practical approaches. Among those mentioned at the Symposium were: a twelve-hour telephone service; use of the various mass media where appropriate; an all-out one or two day 'assault' on a community with information, preferably by all providing agencies in coop-

eration with one another. It was suggested that once a year a concerted effort should be made to beam out the general message that lifelong education concerns everyone.

The market research approach bears consideration as an approach for providing adult education information (clarification of nature of product, consultation with client representatives for their perception of the product, consultation as to their preferred channels of information, monitoring reception of information, monitoring changes in purchasing patterns). *Whatever the method(s) used, planned publicity is usually necessary as a means of expanding access to education.*

Information-giving by counsellors of adult learners. This consists of providing adults with information about specific education or occupational opportunities, or related services, along with assistance to the adult to enable him or her to use such information to plan their further education.

In some places people are encouraged to enroll in courses mainly by focussing on the benefits likely to flow from successful completion. Counselling which explores these dimensions is considered legitimate, and could be defined as comprehensive information, in the sense of examining likely outcomes for the student as well as present opportunities.

Part of the counsellor's work consists in helping interpret information provided, e.g., clarification of terminology or of goals.

Comprehensive directories containing information about the opportunities and services available to adults are necessary guides both for the adult learner and for the counsellor.

A local directory prepared at the district, county or provincial level could include listing of:

- ◇ names, addresses, telephone numbers and contact persons of organizations in the geographical area offering educational and/or counselling services as well as descriptions of what is offered;
- ◇ relevant subject matter headings with names, addresses, telephone numbers and contact persons of organizations offering educational or other services related to the subject headings;
- ◇ addresses of ancillary agencies for educational services if they exist; for example, museums, libraries, voluntary organizations;
- ◇ names, addresses and telephone numbers of government officers, local counsellors or other persons or organizations in the area who might be sources of information, counselling or materials assistance.

A national directory could be prepared summarizing information gained at the district, county or provincial level. Such a directory would need to be updated at least once a year.

Computer-based information on educational and occupational opportunities can assist the counsellor by providing comprehensive, accurate information very rapidly. Whenever computers are readily available their use in this capacity is encouraged. However, the use of the computer by the adult learner is possible where programmes of training in their use are implemented.

The term "guidance" (in French, "orientation") is used to imply assistance in making educational choices. The term as here applied in no way implies an external sanction or a kind of paternalistic directive. It is rather an expression of the alternatives related to the situation of the learner as emerging from a dialogue, which enables him or her to make his or her own decisions in as full knowledge of the factors at play as possible. "Counselling" (in French, "guidance") is here taken to mean the response, again emerging after dialogue, to problems encountered in pursuing a chosen course of action. It is realized that it may at times be difficult to define the borderline between this kind of counselling and therapeutic counselling. Although very important, the latter is outside the scope of this paper. No categorization has any particular sanctity, but understanding what are the different aspects and functions of counselling and guidance is deemed important.

Terms used for the person who receives counselling include: counsellee, client, visitor, adult or potential adult learner, or simply person. Some prefer the term visitor as being neutral and not suggesting dependency in any way. However, most participants at the Symposium were comfortable using the more familiar terms of client, counsellee and adult learner.

The term "advice" is used to describe an aspect of the counselling function, which includes guidance in the sense of the definition above. Counsellor advice that leaves the choice up to the "visitor" is an appropriate counsellor function.

Functions of guidance-counselling.

It is a basic human right to learn and to work; with help or guidance, more people may be better able to realize their potential.

The range of guidance or counselling services may include:

- ◇ orienting 'clients' to the world around them;
- ◇ reducing disadvantages caused by socio-economic background and compensating for possible mental or physical obstacles;
- ◇ enabling them to take part in the common life;
- ◇ assisting them to discover their own identity and to appreciate their potential;
- ◇ showing them the chances they have to attain their personal, vocational and social goals by the help of the different learning systems, institutions and ways of education;
- ◇ helping them directly to realize their plans by means of information in connection with such services as job-exchanges, trade unions, other counselling services, financial aid benefits or grants which are available;
- ◇ remaining their partner and being available along the way of realization of goals; being available in case of difficulties along the way;
- ◇ organizing a feed-back system about deficiencies in the educational systems that come to the attention of the service;
- ◇ mediating between the educational programmes offered and the persons who need them.

Roles of the adult counsellor.

- ◇ Information-giving, which consists of providing adult learners with information about specific educational or occupational opportunities or related services along with assistance to the adult to enable him or her to use such information to plan further education. It should not include telling the adult what to do.
- ◇ Helping with planning, which involves teaching problem-solving and decision-making processes to assist the adult to make informed choices.
- ◇ Helping adult learners to cope with personal problems, especially those which interfere with his or her learning activities.
- ◇ Helping assessment of adult learner interests, personality, aptitude and abilities in order to help the adult to know him or her self better and to choose learning experiences more consistent with his or her personality.
- ◇ Referring an adult to other services when appropriate.
- ◇ Advocating the rights of adults to representatives of educational agencies, employers, government, etc. when adults would otherwise not be able to obtain the service or enroll in the programs.

Counselling may take place in many different settings, such as: the classroom; the comprehensive counselling center; the community agency, including voluntary organizations; during enrollment for educational activities; at employment-related agencies, perhaps with trained vocational counsellors on staff; through medical services; in libraries; mobile information centers; and in a diversity of informal settings.

II. Present Provision for Information and Counselling

While in practice information and counselling services are often interconnected, it is possible and also desirable to distinguish the function of providing information from those of providing guidance and counselling. Most information about organized learning opportunities emanates from the agencies that offer them, and for the agencies there is sometimes a tendency to confuse the provision of information with recruitment efforts—what is sometimes termed "marketing."

Nature of the problem. In a small cohesive society—say a traditional village—there may be few opportunities to participate in organized learning processes, but everybody knows more or less what these opportunities are. In a large and more complex society—say a big city—there are very many more opportunities to learn, but it is very difficult even to get information about what is going on, let alone advice about what would be relevant to one's needs, interests, background, and so on.

Even those who start with a good deal of education often have difficulty finding what they want, but the problem is particularly acute for the least educated, for newcomers to a community, and for people with particular handicaps. Indeed, it is often claimed that those who are most in need of education have the greatest difficulty in getting it.

The need for widely accessible information about learning opportunities and access to guidance is already obvious, but there is no doubt that this need will increase as both learning needs and opportunities to learn multiply not only as regards subject matter or content, but also as regards ways of learning.

Modern media have led to the introduction of new learning techniques and greatly facilitate individual self-directed learning. But if these techniques are to be utilized to the full, it is not enough that they exist somewhere. It must be possible for the individual learner to have ready access to the different materials he requires, be it books, tapes, kits, images or other learning materials.

It therefore becomes essential to develop mechanisms that permit articulated and latent demands for learning to be met, in the first place by making fuller use of existing opportunities, and in the second place by the creation of further opportunities to learn.

Proper attention should also be paid to the need for more system-oriented (e.g., whole family) approaches; to the diversity of situations even within one country (e.g., informal folk culture counselling) and many 'publics' which this implies; and to the problem, where resources are scarce, and especially where the provider is also the adviser, that people may be steered into courses for the sake of the institution rather than because the course would particularly match their needs.

In addition, there is a serious lack of provision of almost all kinds of

information, guidance and counselling services and resources in many different parts of the world today.

Information. Information—or publicity—takes many forms (see Section III). But relatively few educational institutions or agencies are able to employ these techniques on anywhere near the scale used for the marketing of commercial products, and while some publicity is of a high technical standard, much could undoubtedly be improved.

There is general agreement that personal contacts play a very large role in publicity and recruitment, but it would usually appear to be a matter of complementarity rather than of alternatives.

The Swedish FÖVUX experiments in outreach, which entail using large numbers of canvassers from the peer-groups of the potential learners, have shown remarkable results, but here we are already in an area where counselling supplements the information process.

Information which is coupled with encouragement from accepted opinion-leaders has proved doubly effective. In Nigeria a health education program which used a mass media campaign had disappointing results; but a subsequent explanation furnished to the chief of the community led to his transmission of the message through traditional channels of communication which produced spectacular results. It is well known that religious communities, political parties and trade unions can do a great deal to encourage, or discourage, participation of their members in educational programs.

Special mention should be made of information which is particularly directed to *intermediaries* between the agencies and the learners, such as voluntary associations, social workers and employers. Such communications are likely to increase, both because there will be too many demands on resources to convey information directly to the public at large, and because, in some instances, such channels of communication are more effective.

Finally, mention must be made of information services that do not form part of a particular adult education agency, but which are exclusively devoted to the supply of information, possibly combined with at least some guidance and counselling. A particularly noteworthy case is Metrodoc, Toronto, Canada, which maintains a computer file of all learning opportunities signalled in Toronto (over 80,000) of which printed catalogues are available in all public libraries of the city. Interesting experiments with "learning exchanges" are in progress in Australia, New Zealand, and elsewhere. The basic idea is to mobilize all available learning resources of the community including individual offers of sharing knowledge and experience in any field of interest.

In some countries, for example, Libya and the Sudan, the adoption of the International Standard Classification of Education (ISCED) had led to a comprehensive mapping out of adult learning opportunities, which provide a ready basis for the institution of information services for adult learners.

In the United States the federally supported Educational Opportunity Centers have been tested in eleven differing communities, both rural and urban, with the express purpose of providing information for young adults and

about opportunities for access to technical or higher education.

Comprehensive information services will be more and more needed, particularly in large urban centers, both to serve individual requests for information and to marshal the information that will be needed as a basis for the development of counselling services. This indicates the need for coordination of the various kinds of institutions concerned with the provision of guidance and counselling services.

Guidance and counselling by adult education agencies. Present provision for guidance and counselling is even more inadequate. Most frequently guidance and counselling have usually developed as a more or less conscious adjunct of other activities:

a) linked with the teaching process
Familiar to all adult educators is the teacher who arrives before the class and remains behind after the class to be available to learners who want to discuss individual questions. Often these discussions develop into counselling sessions. Counselling will also occur during the course itself, and becomes thus an integral part of the teaching-learning process. A good deal of peer-group counselling may also go on between the learners, also outside the course.

b) linked with enrollment procedures
Counselling in connection with enrollment is also fairly frequent, but many adult agencies leave this process to be dealt with either by post or by clerical staff who may or may not be in a position to offer much advice. In some institutions, it is a tradition to have full-time adult education teachers present at enrollment time not only to advise on admission to courses but, where appropriate, to make potential learners aware of relevant learning opportunities offered by other adult education agencies in the city, thereby providing a referral service.

c) permanent guidance and counselling services
From counselling interwoven with course participation and counselling connected with enrollment, it is only a step to counselling services run permanently by adult education agencies, either by teaching staff or by special counsellors. Such provision is most common where learners have to make choices that engage them for a long time, and where they undertake studies leading to recognized qualifications, whether sought in the pursuance of a career or for other purposes. However, in many developing countries, since these services have not been developed, teaching staff play a multiple role of teaching, guidance and counselling.

d) specialized comprehensive centres
Surprisingly enough the institutions whose main *raison d'etre* is to provide guidance and counselling to actual and potential learners are very rare, especially outside North America. In Europe, the leading example is probably the Zentralstelle für Bildungsberatung und Bildungswerbung der Stadt Köln (Educational Advice and Recruitment

Centre (Cologne), Federal Republic of Germany; specialized comprehensive information, guidance and counselling services are also in operation in France and Northern Ireland, e.g., the Educational Guidance Service for Adults in Belfast).

Guidance and counselling provided by other agencies. Much educational counselling is provided by agencies, services, associations, etc., whose primary purpose is not educational. Among the most significant are the following:

a) counselling linked with employment

Employment exchanges increasingly provide information about opportunities for vocational training and either counselling or referral to counselling to those interested. Similar functions are performed by trade testing centers, which not only test and grade craftsmen, but refer those who want to qualify for a higher grade to an appropriate training course. Often though, there appears to be a gap in the provision between opportunities for vocational training and opportunities to obtain the kind of general education needed to get access to and benefit from vocational training opportunities. This gap is, however, due not only to inadequate counselling but also to lack of the necessary learning opportunities.

Enterprises, particularly large ones with well-developed personnel services, often offer counselling about learning opportunities provided both by the firm and outside the firm.

Trade unions are sometimes associated with this service, but in addition, often provide their own counselling in respect to vocational training, trade union education or other forms of education.

b) counselling as a function of the social services

While this counselling naturally has to be directed to overcoming the immediate problem that has led to counselling, it is often found that some educational deficiency is among the causes of the problem. Social workers therefore often become involved in counselling related to adult education. The extent to which they are equipped to deal with educational counselling varies greatly. Sometimes an appropriate referral can go a long way towards solving the problem.

c) counselling in the context of medical services is most obviously in relation to health education, but also in connection with the rehabilitation of people who, because of injury or illness, have to acquire new knowledge and skills. Such cases may be difficult when a sufficient basis of general education is lacking, but there are also successes. A French building worker who had to leave his trade because of rheumatism was, through a series of tests, found to be exceptionally intelligent. A suitable course of training was identified, and he is now a foreman in charge of sixty people. The doctor who reported this case raised the question of what would have happened to this worker if rheumatism had not led him to educational counselling!

d) libraries are often sought out by learners as centers of information and

educational counselling and many librarians find the opportunity to provide this kind of help to their clients most rewarding.

e) Last but not least, voluntary associations of many kinds implicitly and explicitly provide counselling services for their members and encourage their participation in educational activities, both those organized by the association itself and those organized by other agencies sometimes at the specific request of a voluntary association. Voluntary associations are often instrumental in the selection of participants for residential courses and some also provide economic support to help to obtain study grants.

III. Information, Guidance and Counselling Services in Relation to Other Major Components of the Overall Adult Education Structure

Information, guidance and counselling services are instituted in order to provide a direct service to potential and actual learners; their place in the adult education structure is very important, as is show below.

Evaluation and innovation. Counselling can provide important feedback for evaluation and innovation. Learner reactions, both to what is offered and what is omitted, become apparent to the counsellors. The trend in this area is already moving towards greater learner involvement in evaluation (participatory evaluation) and in planning. Feedback from counselling can provide useful contributions.

This is easily done when counselling is carried on within an educational institution. When counselling is organized as an independent service, it is necessary to make a conscious effort to transmit knowledge gained through counselling to those who make and implement decisions.

Materials, methods and media. Learner reactions to materials, methods and media may be collected through the regular process of teaching. An increasing amount of learning takes place outside a classroom situation in the form of independent, self-directed learning, and as it is more difficult to ascertain the reaction of such learners, ways must be found to do so. When learners engaged on individual projects have access to counsellors, it then becomes possible to obtain a wider range of reactions, materials, methods and techniques.

Adult education journals already publish reviews of printed texts, and an increasing number of reviews of audio and video documents are likely to appear. In line with the development of consumer information, adult learners will have greater access to systematic information and advice about "prepackaged" learning materials. Such information will certainly have a feedback effect on the producers.

Policy and planning. Information and counselling services should, in general, not be limited to dealing with particular learning opportunities but should cater to the public at large. They are well-placed, then, to perform a kind of market research function. By registering demand for various learning opportunities, comprehensive advisory services can develop an awareness of gaps in the provision and an insight into possible overlapping and duplication.

For the development of life-long education and learning, knowledge must be obtained about social factors that inhibit successful access to learning, whether these obstacles are personal or social, attitudes and motivations, lack of awareness of entry requirements for courses, economic difficulties,

time and transportation problems, lack of child care facilities or other factors.

It is also important to identify such obstacles to the passage of learners from one level of education to another (vertical) and mobility between different educational paths (horizontal), e.g., between general education and vocational training. The necessary ladders and bridges should be constructed in the form of preparatory or intermediate courses; guidance and counselling must help in the process of identification.

Educational counselling brings out significant information about the reactions of students to their previous learning experiences in and out of school. This feedback from adult counselling is relevant not only to the planning of adult education but also in the provision of valuable insights into the workings of the formal system of education. *Educational counsellors should be recognized as appropriate mediators between the providers and the consumers of adult educational programmes and services.*

IV. Information, Guidance and Counselling Services in Relation to Other Counselling Services

Many adults seek education and learning for its own sake, while others of varying levels of attainment and potential feel the need to use their abilities more fully: some wish for a more satisfying career; some for greater self-fulfillment or for achievement so that they can offer more to home and community; others want to improve their basic education.

The motivation to learn develops from a multitude of concerns; often it is very hard for a potential learner to find an answer to his needs and it may not occur to him that there might be a *learning* path to the solution of the problem encountered.

When advice is sought outside the peer group, the person is often likely to go to an employment agency, a social service or voluntary association rathern than to an adult education agency.

The adult learner—or potential learner—often doubts his own capacity for further learning and development. This is particularly so for many who have acquired knowledge and skills informally and who have difficulties in comparing their educational background or potential with that of people who have had an extensive formal education.

If adult education is to be helpful with such problems and reach those who have not spontaneously realized that learning can contribute to solutions, it is important for adult education agencies to work with and through all the various counselling services in the community, so that those seeking assistance may be sympathetically referred to the most appropriate source of help.

The client may have social needs which cannot be segmented to match the administrative distinctions implied by "adult education," "health," "social work," etc. The role of private counsellor services, voluntary bodies and informal unqualified counsellors of various kinds must be acknowledged.

Sometimes the client may need help in distinguishing between various services, and in deciding which to use; in some places such facilities as child care centers might provide a good infrastructure for reaching relevant groups with parent and health education, and information about other adult education opportunities.

Libraries are of vital importance in adult education; *where this does not already occur, the professional preparation of librarians should include a component on adult education.*

Adult education agencies should recognize that the ethos of voluntary organizations, being often casual and informal, may make for easier mutual access between the agency and, in particular, marginal groups. Religious bodies also have a vital role in adult education in many countries.

It is a common observation that the various counselling services often function in partial or even complete isolation from one another. *Local adult educational organizations should play an important part in improving cooperation by increasing exchanges of information and experience. Where a*

comprehensive adult educational information and guidance service does exist, it should advance local co-operation and assist other services by providing information, by organizing briefing and training sessions and by fostering more effective coordination.

V. The Role of Schools and Institutions of Higher Education in Information and Counselling about Non-formal Learning Opportunities

There is a challenge to convert the education system in its totality to a life-long learning and education model.

The role of the school. If earlier there was an almost irrevocable choice for the school-leaver between continuing full-time education at a higher level or seeking employment, there are now more opportunities for returning to education on a part-time or even a full-time basis.

In the many countries where constraints on the formal system of education as yet make it impossible for more than a fraction of the pupils to go from primary to secondary education or from secondary to higher education, the school and the teacher can provide a very valuable service by informing the leavers about whatever opportunities there are for continuing their education in non-formal ways, and encouraging them to make use of these opportunities. This can also do much to help the leavers overcome the sense of failure which they often experience.

As education increasingly becomes recurrent, as barriers between formal and non-formal education diminish, and as the opportunities for lifelong learning multiply, school-based counselling services everywhere will have to assume a larger role in helping pupils and their parents choose between continuous full-time education or some combination of education and work—perhaps with a view to returning to full-time education at a later stage. *It is recommended that schools accept a responsibiltiy to inform leavers about non-formal learning opportunities for youths and adults.*

School-based counselling services will thus have to become increasingly concerned with the full spectrum of education. Therefore, *it is recommended that school counsellors, where they exist, familarize themselves with the full range of adult learning opportunities, both formal and non-formal.*

In some countries, for example in the United Republic of Tanzania, the school has already changed from being a place exclusively for the education of children to being a focal point for the education of the whole community. In addition to courses taught by school teachers, lectures and discussions animated by extension agents from various ministries and by community leaders are held at school premises. The school also serves as a distribution point for literacy materials and other educational supplies. Often there is also a small public library branch at the school, which is generally developing as the educational contact-center of the community.

In developing countries which are usually very short of infrastructures for the development of adult education, the engagement of the school-system in adult education presents a relatively economic solution which also has the advantage of bringing the school closer to the life of the communiy. In Tanzania, the involvement of parents in school-based adult education ac-

tivities has considerably strengthened the interest of parents in the education of their children, and curriculum reform has been greatly facilitated. Everywhere the school teacher is called upon for educational advice, but clearly his/her role as a counsellor is enhanced in an integrated system. In several countries, adult education programmes have resulted directly in more positive attitudes of parents toward the education of their children and toward education generally in the community.

In many countries, there has been little success in adapting schools and colleges to adult education. Schools are often unsuitable for adult use and psychologically unattractive to adults. Separate adult education and learning centres have often proven to provide more effective strategies. Also, in the United States there has been significant experience with cost-effective programmes introduced in homes on a person to person basis. While recognizing that no one prescriptive model will suit all societies, *it is recommended that countries continually seek alternative facilities for providing guidance and counselling services to adults in pursuit of lifelong learning and education.*

Higher education. In higher education there has, in recent years, been a clear trend towards a diversification of the student body. The age spread and the mean age have increased and students entering institutions of higher education come from a wider range of backgrounds, bringing with them more varied experience. In response to this study, options in higher education have also multiplied.

The conjuncture of these developments leads to a greater need for information and counselling in higher education, and as the universities and other institutions of higher education open themselves to the whole community, *it is recommended that such counselling services as are provided by institutions of higher education ensure that their scope includes on an equal basis adult part-time and full-time university students together with adults who are pursuing other learning.* To effect this, *higher education counselling services must inform themselves of non-formal education and non-degree study opportunities.*

It is probable that, as the lifelong learning society develops, a new type of relationship, in some ways comparable with the one people have with a medical doctor or a lawyer, may develop between an institution of higher education and its graduates. When the need arises the graduate will come back for a consultation about his or her current learning problems.

Adult education agencies, and more particularly the more comprehensive adult education information, guidance and counselling services, will need to supply school and higher education-based counselling services with information material about opportunities in non-formal education, and to develop a referral system between these complementary kinds of counselling services.

VI. Personnel and Training

This section is concerned with the practical orientation and training both of non-professional and part-time counsellors for information and counselling in adult education, and of professional counsellors working full-time in this field. The main categories of personnel required for counselling adult learners are *first*, full-time professional counsellors, specialized in adult education counselling; *secondly*, professional counsellors not specialized in the education of adults, but including educational counselling in their professional activity; *thirdly*, professional adult educators who engage in counselling as part of their teaching or administrative work; *fourthly*, the large diversified group of people who may be employed on a part-time basis, or who may be voluntary unpaid workers active within their peer groups, at their place of work, in their neighborhood or in associations to which they belong.

There is little point in arguing the relative merits of these four categories. Their functions are complementary and they are all needed. In countries that do not have sufficient professional counsellors it is not only possible but desirable to develop information, guidance and counselling services by making use of personnel belonging to the latter two categories. The work is urgent and experience will be built up as it proceeds.

Since the adult learner may well rely heavily upon the guidance of the counsellor, and does not always have the opportunity to judge the actual competence of the counsellor, and, because the counsellor by the very nature of his/her role may have considerable influence on the life of the counsellee, *the counsellor should be highly responsible in his/her role. It should also be recognized that counselling is an interactive process, with responsibilities on both sides.*

Counselling is not necessarily a field in which people should spend their whole professional career. There is a good case for arranging for mid-career entry into this kind of work, which demands considerable commitment and experience of life. *There should be career opportunities for entering counselling as a second career by members of other professions*, especially if more teachers receive some counselling training as part of their basic professional preparation, and as second and third careers become increasingly common.

Counsellors, both professional and non-professional, may come from many different sources, levels of education and types of experience, including teaching, social work, nursing, psychology, vocational guidance, adult education, administration, other occupations and voluntary organizations. It should be emphasized that full-time professional counselling is not the only 'right' answer. However, *no one should be allowed to practice as a professional counsellor who had not learned the skill in connection with real-life counselling situations.*

Professionalization, taken too far, could lead to over-specialization and disablement of those with counselling skills but lacking full formal accreditation.

Counselling personnel should be conceived as a network of complementary resources rather than hierarchically or even, necessarily, as a team. Progress does not necessarily imply more specialists in all circumstances. Recognition of this need not weaken the case for more resources for training of full or part-time counsellors.

The situation of the non-participant in adult education should be kept in mind. Adult education, and counsellors within adult education, by definition have no contact with such persons. Counselling from other bases is therefore essential, by persons who have a detachment from and perspective on adult education compared with other possible ways of meeting a person's needs. Such external counselling is complementary to counselling within providing agencies.

Every adult education agency should seek to have one member of the staff take a particular responsibility, e.g., as coordinator, for the counselling function.

Visibility is important, internally in terms of commitment, and externally for the sake of possibly shy clients. It is important to avoid 'negative labelling' such that counsellors are not easily accessible.

Not every teacher makes a good counsellor, and counselling should be optional for teachers. This does not, however, negate the recommendation that *a counselling element be included in all adult teacher education*. The teacher is in fact, often the first person to be consulted by the learner, and should at least know when and where to refer. This applies especially to 'basic' educational experiences, i.e., counselling on aspects specifically related to the school setting and/or adult learner role.

Part-time counsellors of adults coming from other agencies. *The professional training of counsellors for fields other than adult education should include some knowledge of how adults learn and some orientation about opportunities for adult education in the country or locality.*

For the diversified groups of people who are part-timers and in many cases unpaid volunteers, at least initial training may rather take the form of briefing sessions. Personal suitability and character matter greatly, and *care must be taken over recruitment, especially to ensure that guidance does not become directive.*

The importance of informal counsellors, and the counselling functions of such persons at the work-place as supervisors and personnel officers, is acknowledged. Some of these have some training in aspects of counselling, but others lack such preparation. Although close contact between such persons and 'traditional' adult educators occurs in some places, this is not always the case. *Closer links and exchanges should be developed between those in industrial training and similar roles in the world of work, and those engaged in mainstream community and adult education.*

School counsellors, where they exist, should familiarize themselves with adult learning opportunities; and be prepared to counsel about them. Counselling might be built in at the level of each teacher, each school or, with

peripatetic counsellors, at the district level. The ideal might be a fully qualified counsellor in every school, but the objective is to approach as close to this ideal as is realistic for different countries.

On the question of common training programs, social work training in some places includes skills in counselling, but not in or about adult education as such. In Africa, however, such social work training as existed tended to include an adult education component. *All social work training should include an adult education component as well as basic counsellor training and skills.*

The choice between an active adaptive approach to adult education, to the nature and redesign of the industrial work-place, and to the role of social worker, deserves special attention. Adult education has, in the main, an active and optimistic orientation. *It is important that counselling does not emerge as more passive and adjustment-oriented.*

The agricultural extension worker occupies a key role in rural societies and areas (in which farming is the main occupation and there is no 'employer'). *Counselling by the agricultural extension worker should be wider than in agriculture alone;* but the disadvantages associated with the over-ambitious role of 'multi-purpose worker' should also be avoided. An integrated approach to rural development, including the work of the adult educator, is essential. *Training and orientation courses for adult educators in counselling should attend also to such 'first contact' persons as the registrar or enrollment officer.*

Adult educators as counsellors. Counselling is of relevance to all teachers of adults, as there should be an element of counselling implicit in nearly all teaching. It has been said that good teachers need to know their subject, be familiar with a range of methods so that they can select the most appropriate one, and above all know the people they are teaching — their target audience. In the medical profession it is second nature to make a diagnosis before commencing a treatment, but in education it is far too common to proceed straight to teaching without assessment of the background, needs, interests, etc., of the learner.

The conscious development of counselling, both as an integral part of teaching and as a distinct function, can help to develop a more diagnostic learner-centered approach to teaching, and thus make teaching more closely related to the situation of the learners. Experienced counsellors should participate in the training of teachers and other adult education personnel, so that teachers can develop the counselling dimension of this work, and be helped to shift the emphasis from teaching to learning. *Each country lacking a specialized counsellor education program might consider establishing such provision.* Such a proposal would, however, be politically unrealistic in many countries where there are too few teachers, and it would be a matter of competition for the same scarce resources.

On the other hand, all who teach tend to undertake some kinds of counselling function, and they should have some professional preparation or orienta-

tion for this. The day-to-day teacher is often the main deliverer of educational counselling. Full-time resident tutors in some countries are trained to facilitate self-diagnosis and self-evaluation in students, as well as to assist with educational placement. *All teachers should be introduced to the concept of lifelong education; and their professional preparation should include means of assisting students to learn how to learn.*

Professional counsellors. Among the functions of the professional counsellor are consultation, programme development and training of other helpers. It is not intended that the full-time counsellor be the only one who delivers a specific service. The need of adults for information and help is too great to expect that enough highly trained persons will be available; nor is it likely that such concentrated expertise is needed. However, it is necessary to establish a viable information and counsellor service, leadership that can design a creative program, and provide the training of personnel at all levels in helping skills.

It is not expected that the professional training of the counsellor will lead to exclusiveness in delivery of services. Highly qualified specialists are needed to help design, implement and provide training for all helpers. There is a great need to have higher education training programmes and adult education professionals to help develop a body of knowledge about the needs of adults for lifelong education. From this knowledge programmes to meet the specific needs of individuals in widely varied countries can be developed. With a knowledge base and a designed program then training programmes for all helpers can be developed. *Where professional counsellors are available to adult education, they should work in cooperation with non-professionals.*

Institutions of higher and further education should accept a responsibility for the full-time professional training of counsellors working in the field of adult education, and for cooperation in the training of para-professionals in this field, as well as for the professional preparation of adult education teachers and administrators themselves.

Adult education counsellors should also acquire information about mass communication and skills relevant to using the mass media.

Materials, methods and media. Learner reactions to materials, methods and media are, to some extent, collected through the regular process of teaching, but an increasing amount of learning takes place outside a classroom situation in the form of independent, self-directed learning, and here it is more difficult to ascertain the reaction of learners. Where learners engaged in individual learning projects also have access to counsellors, it becomes possible to obtain a wider range of reactions to materials, methods and techniques.

We should begin to prepare more training kits, materials or guides to train adult educators in guidance and counselling. Detailed prescriptions of con-

tent would be premature at this stage. However, some criteria could be firmly specified; for example, that *would-be teachers of counsellors should begin by looking at real-life adult learning settings*, to ensure practicality and applicability of training. Care should be exercised in assuming knowledge of the role and skills required, since adult education and counselling have begun to draw together only very recently, and experience needs to be assimilated.

Counsellor training materials and methods. The following is a list of the types of training courses that might be developed or adapted with recognition of the relevance to situational needs as these differ from country to country. Not all will be needed for every type of adult counsellor. *Priority* training needs should be determined first.

◇ Personality development of the adult throughout the life span.
◇ How to facilitate adult development with an emphasis on coping skills, independence, autonomy, making informed choices.
◇ How to establish and maintain a helping relationship with adults of varied backgrounds.
◇ How to obtain and provide needed information to adult learners about self, educational and occupational experiences and related services. (Brochures, radio announcements, media use.)
◇ How to facilitate group counselling and know when to use it.
◇ How to evaluate counselling effectiveness; the role of feedback in evaluation; and need assessment skills.
◇ How to provide public information to adults in the community, especially means of reaching disadvantaged and hard to reach potential adult learners.

The continuing education of both non-professional and professional counsellors should be arranged not only informally on the job, but also by deliberate planning of programmes of up-dating. Both pre-service and in-service training are important for all categories of counsellors of adults.

While it cannot be desirable to have a monopoly of professional counsellors, there is everything to be gained from professional development of this field and interdisciplinary cooperation between the counselling profession and the adult education profession. In this way, validated knowledge and experience can be developed and made available to back up the non-professional counsellors who may well do the bulk of the work, but who can be more effective when supported by professionals and by a supply of information materials.

Caution should be exercised about seeking to build a counselling role into every school teacher. Some teachers are unsuited to such work. Some societies lack the very schools into which to build such a service.

No one prescriptive model will suit all societies: modifying the whole system makes the best sense in some instances, developing an alternative system of adult education centers better sense elsewhere. An emergent phenomenon such as lifelong education is likely to relate to other institutions and facilitate the process.

The continuing education of both non-professional and professional counsellors should be arranged by deliberately planned programmes of up-dating as well as informally on the job. Both basic and in-service training are important for all categories.

Realistically, adult education will for some time enjoy the services of very few full-time professional counsellors. The main concentration should therefore be on training and retraining all full-time adult educators in counselling and guidance services. The second level of all counselling provision would be fully qualified counsellors, the third level non-professionals of many kinds.

VII. Organization and Administration

Information, guidance and counselling services must above all be readily accessible and close to the learners and their concerns. There is not only room but also a need for a large number of services. Different agencies, serving varied populations and operating various types of programs, will organize and administer their services in varying ways. Because of the different needs and objectives of these services, *centralized control and administration of all the information, guidance and counselling services on a local, regional or national level is not desirable.* A plurality of provision, with different organizational and administrative patterns, such as is prevalent in adult education programs in general, is to be expected and encouraged. The existence of a plurality of services, however, underscores the need for close communication, cooperation and coordination between them. Nobody can know everything, so there is a need for reference to other services. *The establishment of inventories of learning opportunities, briefing and training arrangements, joint publicity and recruitment campaigns are tasks for common action.*

It is of utmost importance, therefore, to develop an appropriate framework or instrument which will act as a coordinating agency between the various services. The experience of many countries has led to the development of organs of coordination which are based in one ministry of government, most frequently the Ministry of Education; sometimes they are of a non-statutory nature even if several ministries participate alongside voluntary organizations. No prescription can be made. The public interest is clearly to ensure that the various information, guidance and counselling services among them cover all areas of adult learning, and that there is sufficient referral and other cooperation between them to secure overall effectiveness. How this is done will depend on national patterns of administration and the degree of general development of adult education. In every case, *it is important that adequate provision be made for competent administration of each individual service, and that full moral and material support for the information and counselling functions be forthcoming from the central agencies responsible for adult education.*

One of the organizational problems will be to bring information services out to small communities and scattered populations, particularly in rural areas. Such structures as exist will have to be utilized: the school system, the radio, cooperative societies and other organizations that reach out to the people. Market towns may also provide a base for serving rural areas.

However, the greatest need for information and guidance is where the 'market for learning' is least transparent, namely in the cities. Here there is also the best scope for the development of inter-agency cooperation and the establishment of training and other common services.

There is also a need for *visibility.* In large cities this means that central and easily noticed premises, preferably with show windows like a shop, have to be secured or there has to be sufficient publicity to make everybody aware

where information and guidance is available. The first reception given to newcomers is of great importance.

It is desirable that every adult education agency or institution, which does not have a distinct information and counselling unit or service, appoint one member of its staff to serve as coordinator of these activities within the agency and vis-a-vis other agencies in the community.

In order to be effective and appropriate, information services should:

- ◇ reach out to populations which are usually not involved in adult learning activities
- ◇ aim at specific target groups in accordance with the particular programmes being offered;
- ◇ use various media and materials, appropriate in each case to the target groups and the programmes offered;
- ◇ involve potential learners in the planning process, and former students in recruitment programmes;
- ◇ be coordinated with services of other adult education agencies in the community.

In many countries there may be a case for setting up at least one comprehensive information, guidance and counselling center specially devoted to adult education, which should function in a way that can be compared to a university teaching hospital, which is a place for the treatment of patients, the training of staff and the conduct of research. In such a center the functions would be to provide a wide range of information, guidance and counselling services to the public at large as well as back-up services to smaller counselling services, to train practitioners to adapt, modify and translate materials for local needs, and to undertake research and experimental work and consciously develop feedback mechanisms.

A comprehensive center of this kind may be operated by an existing adult education body, such as a national association, a university institute, or some other central agency. However, in some cases it will be desirable to establish such a center as an independent information and counselling service for adults, maintaining close contact and cooperation with all adult education agencies but remaining administratively autonomous.

Financing. While the costs of education in general, and of counselling in particular, are easily visible, the savings and benefits to society and to individuals cannot readily be translated into financial terms. It should be emphasized, however, that effective information and counselling services can and do result in significant savings of money, time and effort. Beginning with economies resulting from increased enrollments, good information and counselling can prevent the wastage of human resources caused by drop-out, unemployment and under-employment, and other social and personal dislocations. The expenditures on such services should be seen, therefore, as justified not only in educational and humanistic terms, but from a purely cost-benefit point of view as well. The *lack* of effective information and

counselling services is *more costly* to society and to individual adult education agencies than maintaining such services would be.

Unfortunately, adult education bodies, as well as local and national governments, do not always understand the contribution which information and counselling services can make to more efficient use of the budgets allocated to adult education. Both for reasons of efficiency, as well as for reasons of a substantive educational and social nature outlined in this report, *adequate financing of information and counselling services should be assured at every level of adult education administration.*

VIII. Research, Evaluation, Accountability, and Dissemination of Findings

Research

The primary goals of information and counselling services for adults were agreed to be 1) to increase access to educational opportunities for a wide range of adults, especially those not now involved in continuing education; and 2) to remove/reduce obstacles to adult learning and development for individual adults, families and communities.

Some potential fruitful areas for research related to the above goals are suggested below:

- ◇ Study of the influence of different types of information media and information networks (including friends, neighborhoods) on adult participation in educational opportunities, especially disadvantaged adults.
- ◇ Study of factors inhibiting and facilitating achievement motivation in different cultural and sub-cultural groups, especially educationally disadvantaged groups.
- ◇ Comparative study of the different types of information services and counselling and guidance (i.e., those which integrate occupational and educational information and provide help with planning compared to those which focus primarily on educational information and on providing a warm accepting relationship to the adult client(s)).
- ◇ Study of factors inhibiting adults from benefiting from counselling and information services provided (i.e., adult differences in different subcultures in information processing and problem solving).
- ◇ Study of the ways adults cope successfully and unsuccessfully with transition stages in the adult development cycle (i.e., coping with change: ill health, divorce, death in the family, changes in family status and relationships, unemployment, etc.).
- ◇ The study of existing counselling services, wherever they may be, should be studied as a way of building a solid informational base for elaboration of policies, and training of practitioners, recognizing the adult educational opportunities available in factories, museums, libraries and other non-traditional locations.
- ◇ The role of the comprehensive information and counselling centre for adults for research and development efforts was discussed. The Symposium endorsed the view that there should be at least one comprehensive information, guidance and counselling centre in each country. One role of such centres would be to modify or translate national material to fit local needs. During discussion of this item, participants heard an account of the work of the Köln Centre, in Germany, noting particularly its potential as a research and development and applied training centre.
- ◇ The market research approach was considered for studying the best means of providing adult education information. Market research involves

clarification of nature of product, consultation with client representatives for their perception of the product, consultation as to their preferred channels of information, monitoring reception of information, monitoring changes in purchasing patterns.

◇ Countries should cooperate in research efforts wherever cross-cultural information would be helpful in strengthening counselling effectiveness (i.e., achievement motivation, problem-solving behavior, strategies for coping and change).

It was recommended: *(1) That research should be directed principally to the needs of various disadvantaged groups. (2) That research on guidance should be planned to relate and contribute to the evolving body of knowledge about adult development. (3) That research programmes should be designed so as to seek solutions to practical difficulties encountered in the field of information and guidance services.*

Evaluation and accountability. Evaluation of information services is treated separately from research suggestions in this section of the report. Evaluation efforts are focused primarily on information collected for assessing the counselling needs of adult learners, and the effectiveness of counselling services developed. Specifically, evaluation is concerned with evaluating information services related to both recruitment and client requests, the training of the various types of counselling personnel related to adult counselling, and the delivery of services. A systems approach is suggested as a most efficient focus for evaluation efforts, in order to attempt to look at all relevant aspects of the systems serving adult learners and potential learners.

There should be developed effective quantitative instruments for the evaluation of counselling services. Differences of opinion were held as to the appropriateness of quantification in this area, and it was recognized that two items were simultaneously under consideration — the evaluation of counsellor performance specifically, and evaluation of the significance of the counselling function as an element in a total adult education service. Since the Symposium's principal concern was with the latter, the question of specific counsellor evaluation was left aside for the present.

Counsellors could provide feedback to adult educators and administrators about aspects of the adult education program that appear to work well and also about those aspects which give adult learners difficulty or turn them off. Two kinds of feedback loop were identified: 1) an immediate one in terms of modified adult educator behaviour (from the adult class of a part-time tutor to adult teacher educator); and a longer loop through counsellors feeding back into the larger school system information about the effects of schooling, and in particular effects of adult classes.

There was felt to be some conflict in the counsellor role, or at least some inhibition about getting visibly involved in policy and planning, since this might undermine the neutral and independent stance held to be important to the counsellor's work. (The same dilemma appears whenever the counsellor seeks to adopt an advocacy role.) Another concern, over confidentiality, when feedback is given, may be avoided, it was argued, so long as indi-

vidual adult learner anonymity was preserved, and feedback related only to trends.

It was also pointed out that negative feedback was often less acceptable than positive, and that indirect strategems might be more effective than a direct report by the counsellor to program developers. For instance, tape-recording of counsellee evaluation of adult education programmes and provisions might be played to administrators and policy-makers, permitting them to draw their own conclusions.

Bearing these reservations in mind, it was recommended that *counsellors and educators in the adult education sector should accept responsibility to feed their information and experience back into the general education system.*

Suggested means included seeking representation on school boards, relevant committees, etc.

The means of measuring effectiveness of information (marketing) services was perceived differently by different participants. Some emphasized the number actually enrolling in programmes. Another view was that the best measure might be knowledge of programmes by people who may then consciously have chosen not to take part. This led into a discussion about unmet and unfelt need. How should one approach those who feel no need for information or adult education? This was asserted by several participants to be the main challenge. Different views were expressed as to whether one should be 'purist' about providing 'clean' information, or whether, rather, there should be motivational appeal for it to be of use.

Accountability related to effectiveness of counselling services. Accountability proved to be a subject of considerable concern. It was suggested that experimental pilot projects be launched on the costs and benefits of various kinds of adult education counselling delivery systems, since such factors were of increasing prominence in some countries.

In developing countries, it was suggested, forceful argument could be advanced in contexts where adult education had already been accepted, that counselling could positively influence the often costly drop-out rate.

Strong objections were voiced to adopting an economist's cost-effectiveness approach, since costs were so much more visible and easily measured than results, especially results related to improving the quality of life over the life span. The question was posed whether to attempt to enter the economists' arena and argue the case, e.g., by developing social indicators, or whether to adhere to more general assertions of purpose and value. It was agreed that relevant data should be sought, accumulated and used when expedient, but that adult educators should argue mainly on case studies, principle, emphasizing directions of social contribution and social change, and resist judgment on narrow cost-benefit criteria.

It was felt important that a realistic appraisal of *costs* of information and counselling services be attempted, including hidden costs, for the sake of those contemplating entering this field.

Dissemination of research and evaluation findings on information and counselling services for adults.

The following list of suggestions and recommendations for disseminating research findings on counselling adults was drawn up.

- ◇ Existing methods used for disseminating research and evaluation findings on adult education should be used for the present to disseminate findings on information and counselling services for adults, while at the same time new methods should be developed.
- ◇ Research and evaluation information relevant to information and counselling services for adults should be disseminated to *both* adult educators and counsellors. In addition, such information should be disseminated to related agencies and personnel (i.e., social work; voluntary agencies, etc.).
- ◇ Unesco is encouraged to sponsor journal articles, books, reports and news items featuring research and evaluation information on information and counselling services.
- ◇ Unesco is encouraged to provide consultants to adult education and counselling agencies in various countries to disseminate such findings and to consult on the potential relevance of these findings to the situation in each particular country or region.
- ◇ Unesco is requested to sponsor regional and international workshops and conferences to disseminate research and evaluation findings on counselling and information services for adults.
- ◇ The working group on counselling and guidance in adult education, part of the International Round Table for Advancement of Counselling, should be encouraged and provided with information obtained through research and evaluation efforts through some sort of clearinghouse.
- ◇ Such clearinghouses as now exist for obtaining and disseminating information on adult education should be utilized for collecting and disseminating research and evaluation information on information and counselling services for adults.
- ◇ Study exchanges should be encouraged between researchers in the field of counselling services for adults from countries of the same and different regions. National and local conferences and workshops should be conducted to disseminate information obtained from research and evaluation efforts on counselling adults.

The Symposium participants were unanimous in stating that without dissemination efforts much needless duplication would occur. *The urgency of the need for counselling services for adults requires that highly efficient dissemination networks be developed at all levels, encouraged and used.*

IX. Suggestions for Future Action

National Action

It is important that the institutions and the agencies concerned with policy-making and planning for lifelong education and social development turn their attention to the promotion of information and counselling services for adult education, where these do not yet exist, and to their further promotion where they are already in existence. An appropriate agency would in many countries be the national board or council of adult education. Where such a board does not yet exist, the Unesco National Commission should bring the issue up for discussion by the national social planning bodies and education ministries. It is, however, recommended that where there is no national body concerned with adult education in general, the planning agencies and education ministries should establish such an institution, referring for this purpose to the Unesco Recommendation for the Development of Adult Education.

It is recommended:

- ◇ *that national organizations and agencies put counselling on their agendas and consider recommendations within the context of their local situation;*
- ◇ *that national directories or national "maps" of adult education agencies and services be developed. Such maps should include adult education opportunities available through the use of facilities in factories—for non-employees as well as employees—museums, libraries and other non-traditional locations;*
- ◇ *that such materials be used in the informational base for providing counselling and guidance services;*
- ◇ *that the study of existing information and guidance services be encouraged as a way of building a solid information base for elaboration of policies and training of practitioners;*
- ◇ *that governments, recognizing the importance of developing counselling services, make funds available for programmes of counsellor training and for support of information and counselling services, and recognize and approve appropriate payment for adult education counsellor qualifications.*

Sub-national and Local Action

Action is necessary at all levels of planning and decision-making. In federated states, it may very well be that action at the sub-national (state, province, local, etc.) level is more important and influential than at the national level. Therefore, those recommendations already made for national action should especially be reviewed at the sub-national levels for appropriate implementation as well. Especially relevant for all sub-national levels—including counties, municipalities and neighborhoods—are those actions and recommendations addressing cooperation and coordination.

It is further recommended:

- ◇ *that recommendations made for national action be also reviewed at sub-national levels for appropriate implementation;*
- ◇ *that patterns of cooperation and mutual support be developed at all sub-national levels and among and between these levels in order to promote and provide information and counselling services;*
- ◇ *that comprehensive mapping of adult education agencies and services be developed at local levels as well;*
- ◇ *that special consideration be given to creating local adult education committees where they do not exist;*
- ◇ *that people already embarked on adult learning be encouraged to undertake out-reach work within their peer groups and to report the reaction to their peers to the agencies.*
- ◇ *that regional and international adult education associations, such as the International Council for Adult Education, the African Adult Education Association, the Asian and South Pacific Bureau of Adult Education and others, take more action on placing the subject of information and counselling services on the agenda of their meetings, and promoting comparative studies of the subject;*
- ◇ *that meetings on the part of counselling and guidance groups, such as the working group on counselling and guidance in adult education as part of the International Round Table for the Advancement of Counselling's International Conference at Oslo, 2-6 July 1978, be encouraged;*
- ◇ *that Unesco make every effort, within the context of its general mandate to work for the promotion and interpretation of adult education, to foster the development of adult education information and counselling services by such means as the following:*
  - *a) supply consultants to countries that wish to develop services and feel the need for international cooperation in this area;*
  - *b) make available fellowships and travel grants to study such services in other countries;*
  - *c) support regional associations in their efforts to conduct conferences, seminars and training programmes in information and counselling services;*
  - *d) assist national associations, both governmental and non-governmental, to promote and develop these services by making available consultants as requested;*
  - *e) encourage and support the preparation of case studies and make full use of Unesco's information and documentation services in adult education to secure dissemination of such studies;*
  - *f) incorporate information and materials on these services in the publication programmes of Unesco, including such publications as Adult Education Notes, Prospects in Education, the Innovation Series of IBE, and others;*
  - *g) undertake clearing-house functions in this area;*
  - *h) support specific research projects addressing the problems listed in Section VIII of this report.*
- ◇ *It is recommended that Unesco and its Member States strongly endorse the implementation of the objectives of the United Nations Decade for*

Women (1976-1985) World Plan of Action-Equality Development and Peace, by promoting, encouraging and strengthening the provision for women of information, guidance, counselling and adult education programmes and services.

Such support will assist women to develop more fully their natural potential and abilities to contribute more effectively to their families and communities, to achieve their just rights and desired responsibilities as citizens, and to participate more actively and creatively in improving, (for all men, women and children), both the quality of life and the standard of living as local, national and international levels of human development and aspiration.

Other recommendations of the Symposium are italicized, for easy identification, in the body of this report.

Bibliography

I. Directories, Manuals, Annual Reports, Etc.

1. *Methods of Assessing the Disadvantaged in Manpower Programs: A Review and Analysis*, 1972.
   Office of Research and Development, Manpower Administration, Department of Labor

2. *Guide for Employment Service Counselors in Correctional MDTA Programs*
   Rehabilitation Research Foundation
   P.O. Box 1107, Elmore, Alabama 36025

3. *Declaration of Independence and Opportunity for Older Americans*
   National Center for Career Life Planning, American Management Association
   135 West 50th Street, New York, New York 10020

4. *Can This Person Do the Job?* (New Approaches for Assessing the Disadvantaged in Manpower Programs)
   Human Interaction Research Institute
   10889 Wilshire Blvd., Los Angeles, California 90029

5. The following manuals, SAGE (Skills for Adult Guidance Educators), can be ordered from:
   Commercial-Educational Distributing Services
   P.O. Box 3711, Portland, Oregon 97208

   a) *SAGE Handbook* (recommended for all users of the material)
   b) *SAGE Answer Key*

   Book 1 -- *Guidance and Counselling: Theory and Techniques*
   Book 2 - *Skills in Group Counselling*
   Book 3 - *Retirement and Leisure Counselling*
   Book 4 - *Career Development*
   Book 5 - *Toward Interracial and Intercultural Understanding*

   Book 6 - *Identifying Community Resources*
   Book 7 - *Exploring the Labor Market and Discrimination*
   Book 8 - *Designing and Coordinating the Adult Counselling and Guidance Program*
   Book 9 - *Using the Team Approach in Adult Counselling and Guidance Programs*
   Book 10 - *Retention and Followup of Adult Students*
   Book 11 - *Selecting Assessment Instruments*
   Book 12 - *Proposal Writing*

6. The following manuals can be ordered from:
   Career Education Project, Education Development Center
   Department of Health, Education and Welfare
   Washington, D.C.

   a) *Designing and Operating a Career Counselling Service for Adults*
   b) *Integrating Research and Evaluation into the Operation of Service Oriented Programs*
   c) *Establishing and Operating a Career Resource Center for Adults*
   d) *Developing Career-Related Materials for Use with and by Adults*

7. *Guide to Continuing Education in America*, The New York Times, prepared by the College Entrance Examination Board, Frances Coombs Thomson, Editor, 1972
   Quadrangle Books, Inc.,
   330 Madison Avenue
   New York, New York 10017

The following reports can be ordered from Paul Bertelsen, Unesco. Address: 7, Place de Fontenoy, 75700 - Paris, France.

1. *Problems of Guidance and Counselling in Adult Education*, by Jacques Giffard, Ministry of Education, Paris

2. *The Counseling Psychologist*, Counseling Adults Vol. 6, No. 1, 1976 . . . This special issue is devoted to adult counseling and is available from the American Psychological Association, Washington, D.C.

The following directories can be ordered from Paul Bertelsen, Unesco.

1. *Counselling, Guidance, and Personnel Services*, by Harold E. Cottingham - A topical Outline with Selected Readings and Bibliographies.

2. *Counselling and Interviewing Adult Students*, The National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, Northwest, Washington, D.C. 20036

3. *The Dynamics of Life Skills Coaching*, Life Skills Serie[illegible]ining Research and Development Station, Department of Manp[illegible] and Immigration, Prince Albert, Saskatchewan

4. *Adult Leadership* now *Lifelong Learning: The Adult Years* and *Adult Education—Journals of the Adult Education Association of the U.S.A. 810-18th Street, N.W., Washington, D.C. 20006*

5. *35 Self-Contained Management Education Courses*, (3 Effective Training Methods: Independent self-study, In-company training, Continuing education classes at local colleges)—Extension Institute, American Management Association, P.O. Box 305, Boston, Massachusetts 02134 (catalog 5/#5)

II. Paperbacks

1. *A Quesion of Opportunity: Women and Continuing Education*, The National Advisory Council on Extension and Continuing Education

2. *Towards a Humane Society: Images of Potentiality*, by Robert S. Fox, Ronald Lippitt, and Eva Schindler-Rainman
   NTL Learning Resources Corporation, Inc.
   2817-N Dorr Avenue, Fairfax, Virginia 22116

3. *Design Yourself*, by Kurt Hanks, Larry Belliston, and Dave Edwards
   William Kaufmann, Inc.
   One First Street, Los Altos, California 94022

4. *The All New Universal Traveler: A Soft-Systems Guide to Creativity, Problem-Solving and the Process of Reaching Goals*, by Don Kobert and Jim Bagnall
   William Kaufmann, Inc.
   One First Street, Los Altos, California 94022

5. *Life Work Planning Workbook* and *Life Work Planning Trainer's Manual*, by Arthur G. Kirn and Marie O'Donahoe Kirn
   Life Work Planning Associates
   RFD #1, Wilton Center, New Hampshire 03086

6. *Trends in Counseling and Information Services for the Adult Learner*, by Deana J. Ironside, Dorene E. Jacobs
   The Ontario Institute for Studies in Education
   252 Bloor Street West, Toronto, Ontario, Canada M55 1V6

7. *Analyse des Tendances de la Recherche en Education des Adultes au Canada Francais—1960-1969*, by Paul Belanger, Lorraine Gagner, Pierre Paquet
   L'Institut Canadien d'Education des Adultes
   506 est, rue Ste Catherine, Suite 800
   Montreal 132, Quebec

8. *Career Guidance for Adults—Focus on Women and Ethnic Minorities*, by Laurie R. Harrison
   American Institutes for Research, San Jose Unified School District, San Jose, California

9. *The Complete Handbook of Peer Counseling*, by Mimi and Don Samuels.
   Fiesta Publishing Corp., Educational Books Division
   1515 N.W. 7th Street, Miami, Florida 33125

10. *Innovations in Continuing Education*, by the National University Extension Association and the American College Testing Program, 1977
ACT Publications
P.O. Box 168
Iowa City, Iowa 52240

11. *So You Want To Go Back To School: Facing the Realities of Reentry*, by Elinor Lenz and Marjorie Hansen Shaevitz, 1977
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

12. *How To Decide: A Guide for Women*, by Nelle Tumlin Scholz, Judith Sosebee Prince, and Gordon Porter Miller, 1975
College Entrance Examination Board
College Publication Orders
Box 2815
Princeton, New Jersey 08540

The following paperback may be ordered in English, French and Spanish through Unesco, 7 Place de Fontenoy, 75700, Paris, France, and from distributors of Unesco publications.

1. *The Education of Adults—A World Perspective*, by John Lowe
The UNESCO Press, Paris; Ontario Institute for Studies in Education, Toronto, 1975

III. Hardcovers

1. *Alternatives to the Traditional*, by Ohmer Milton
Jossey-Bass, Inc., 615 Montgomery Street, San Francisco, California 94111 (1973)

2. *New Life Options—The Working Woman's Resource Book*, by Rosalind K. Loring, and Herbert A. Otto
McGraw Hill Book Company
1221 Avenue of the Americas, New York, New York 10020

3. *The Helping Relationship—Process and Skills*, by Lawrence M. Brammer
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

4. *Planning Non-Traditional Programs*, by K. Patricia Cross, John R. Valley and Associates
Jossey-Bass, Inc., 615 Montgomery Street, San Francisco, California 94111 (1973)

5. *Adult Development and Learning*, by Alan B. Knox
Jossey-Bass, Inc., 615 Montgomery Street, San Francisco, California 94111 (1977)

Annex I

Agenda

1. Election of Chairman and Rapporteur

2. Adoption of the Agenda

3. Preamble: Socio-economic-political-cultural patterns and assumptions regarding national interpretations

4. Review of the present provisions for information and counselling; identification of major problems and shortcomings

5. The relationship of information and counselling services to other major components of the overall adult education structure: evaluation and programme development; materials, methods and media; policy and planning; training and personnel

6. The relevance of educational information and counselling to other counselling services connected with employment, social services, membership of social organizations, human relations, library use, etc. The development of referral services and cooperative relationships

7. The role of the school in informing leavers about non-formal learning opportunities for youths and adults

8. Training requirements for professional and non-professional personnel engaged in counselling activities—levels and concerns

9. Organizational, administrative and financial aspects of information and counselling services.

10. Relevance of research as an instrument to strengthen counselling, including culture

11. Dissemination of research, data and descriptions

12. Proposals for future action at local, national, regional and international level

13. Adoption of Final Report.

Annex II

List of Participants

Ms. Denise Aguero
President
Federation of Voluntary Organizations (F.O.V.)
Apartado Poastal 785
San Jose, Costa Rica

Ms. Thelma Awori
Course Director
Diploma in Adult Education
Institute of Adult Studies
University of Nairobi
Nairobi, Kenya

Dr. Sergio Marinho Barbosa
MOBRAL Foundation
Ladeira do Ascurra 114
Cosme Velho
Rio de Janeiro, Brazil

Professor Lalage Bown
Department of Adult Education
Faculty of Education
Department of Adult Education
University of Lagos
Akoha, Lagos, Nigeria

Dr. Yehezkel Cohen
International Liaison Officer
Adult Education Association of Israel
POB 2378
Jerusalem, Israel

Dr. Chris Duke
Director
Centre for Continuing Education
The Australian National University
Post Office Box 4
Canberra, A.C.T., Australia 2600

Dr. Dorothy Eagleson
Educational Guidance Service for Adults
Bryson House, Room 208
28 Bedford Street
Belfast BT2 7 FE, North Ireland

Dr. G.A. Garanba'a
Director, Training, Materials and Permanent Education
ARLO (Arab League Literacy and Adult Education Organization)
Ishihab Street
Dokki, Cairo, Egypt

Hon. Nicholas Kuhanga
Minister of Education
Ministry of National Education
Post Office Box 9121
Dar Es Salaam, Tanzania

Dean Rosalind K. Loring
College of Continuing Education
University of Southern California
Davidson Conference Center #112
University Park
Los Angeles, California 90007
U.S.A.

Dr. Mairi St. John Macdonald
Assistant Dean
Director of Continuing Education and Summer School
Mount Saint Vincent University
Halifax, Canada

Mrs. G. Bagoes Oka
Lecturer
Faculty of Letters
University of Udayana
Kompleks Dosen F-S-2
Sanglah, Denpasar, Bali, Indonesia

List of Observers

Dr. Wolfgang Schulze-Olden
Director of Zentralstelle fur
Bildungsberatung und
Bildungswerbung
5 Köln 1
Minoritenstrasse, 3 Federal Republic
of Germany

Dr. Abdalla M. Soliman
Department of Psychology
Faculty of Arts and Education
University of Kuwait
Post Office Box 23558/1096, Kuwait

Dr. Mitsuru Uchida
Visiting Scholar at UCLA
Professor of Political Science
Waseda University
Tokyo, Japan

Adult Education Association of the
U.S.A.
810 Eighteenth Street, N.W.
Washington, D. C. 20006
Dr. Donnie Dutton
- Vice President
Professor and Coordinator of Adult
Education
218 Graduate Education Building
University of Arkansas
Fayetteville, Arkansas 72701

American Association of Retired
Persons
National Retired Teachers Association
Institute of Lifetime Learning
215 Long Beach Boulevard
Long Beach, California 90802
Mr. Leroy E. Hixson
Associate Dean

American Personnel and Guidance
Association
1607 New Hampshire Avenue,
N.W.
Washington, D. C.
Ms. Patricia Cook
Counseling Center
Cerritos Junior College
11110 East Alondra Boulevard
Norwalk, California 90650

Dr. Helen Farmer
College of Education
Educational Psychology
Department
University of Illinois
Urbana, Illinois 60801

Dr. Edward Hascall
Director, Counseling Services
San Francisco State University
San Francisco, California 94132

Mr. C. D. Johnson
Consultant Alternatives
Mid-Life Specialist
409 Colton
Newport Beach, California 92663

California State Department of Education
601 West 5th Street, Suite 910
Los Angeles, California 90017
Dr. Stephanie Edwards-Evans
Consultant - Division of Adult Education, Bureau of Schools Approvals

Collaborative Change, Inc.
7760 Hollywood Boulevard, #309
Los Angeles, California 90046
Dr. Stanley Crockett - President
Director, Division of Curriculum Development
Glendale University
220 North Glendale Avenue
Glendale, California

College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019
Dr. Solomon Arbeiter

Department of Health, Education and Welfare
Division of Adult Education
U.S. Office of Education
Washington, D. C. 20202
Dr. Paul V. Delker
Director

International Roundtable for the Advancement of Counseling
Dr. Clarence Mahler
Professor of Group Counseling
California State University at Chico
Department of Psychology
Chico, California 95926

Los Angeles Unified School District
450 North Grand
Los Angeles, California 90012
Ms. Elizabeth Peck
Adult Teacher, Counselor
Central City Occupational Center
1644 South Olive
Los Angeles, California 90015

National Advisory Council on Adult Education
425 13th Street, N. W.
Pennsylvania Building, Suite 323
Washington, D. C. 20004
Mrs. Guy C. Calden, Jr.
(Gertrude Beckwith Calden)
745 Calle de Los Amigos
Santa Barbara, California 93105

National Advisory Council on Extension and Continuing Education
425 13th Street, N. W.
Suite 429
Washington, D. C. 20004
Dean Rosalind K. Loring

National Association of Public Continuing Adult Education
Mr. Allan McPherson
Michigan State Department of Education
Detroit Public Schools
5057 Woodward
Room 1214
Detroit, Michigan 48202

National Center for Education Brokering
Dr. Richard Petersen
Director
Project on the Status of Lifelong Learning in America
Educational Testing Service
1947 Center Street
Berkeley, California 94704

National Urban League
Western Regional Office
5455 Wilshire Boulevard,
Suite 1908
Los Angeles, California 90036
Ms. Mary Miller

U.S. State Department
Directorate for Unesco Affairs
Bureau of International Organizations
Washington, D. C. 20520
Mr. Frederick Lawton

University of Southern California
International Education
University Park
Los Angeles, California 90007
Dr. William Rideout
Professor
School of Education

Secretariat

United Nations Educational, Scientific and Cultural Organization
7 Place de Fontenoy
Paris, France 75700
Mr. Paul H. Bertelsen
Chief, Adult Education Section
Division of Structures, Content, Methods and Techniques of Education

University of Southern California
Adminstration Building #353
University Park
Los Angeles, California 90007
Ms. Paula Menkin
Executive Coordinator, Symposium

Ms. Joan King
Associate Coordinator

Conference Center Staff

Davidson Conference Center
University of Southern California
University Park
Los Angeles, California 90007
Ms. Carolyn Heine
Conference Center Coordinator

Mr. Phil Rapa
Media Director

Annex III

Presentation of Counselling and Information Programmes by Participants and by Specialists from Los Angeles

1. ‡ Village programmes, counselling in daily activities in Indonesia
   by Gedong Bagoes Oka

2. ‡ Collaborative professional and paraprofessional counselling and support services for urban women in Costa Rica
   by Denise Aguero

3. ‡ An integrated programme of lifetime learning for a whole country, United Republic of Tanzania
   by the Honourable Nicolas Kuhanga

4. ‡ The Education Advice Centre of the City of Cologne, Federal Republic of Germany
   by Wolfgang Schultze-Olden

5. ‡ Development of counselling programmes for older adults
   by Marion Marshall, Gerontology Specialist, Adult Education Division, State Department of Education, Sacramento, California

6. ‡ Counselling for educationally and economically disadvantaged
   by Harriet Glickman, Programme Coordinator of the Educational Opportunity Center (EOC), University of California, Los Angeles, Extension, California

7. ‡ Counselling for vocational choice and training
   by Ruby Tyson, Director of Counselling and Guidance, Central City Occupational Centre, Los Angeles Unified School District, Los Angeles, California

8. ‡ Development of a curriculum for paraprofessional adult counsellors
   by Shule Ash, Assistant Director of the Department of Human Development, University of California, Los Angeles, California

9. ‡ Group counselling for women using peer counselling
   by Alice Manion, Coordinator of Group Counselling for Women, University of California, Los Angeles, California

‡ These programmes were videotaped during the presentation.

The College of Continuing Education at the University of Southern California recognizes that social, economic, political, and educational conditions are ever changing, and that personal and professional aspirations are infinite. The college mission is to be the bridge between teachers and students by extending the resources of the University to make lifelong learning a reality for diverse populations.

Specifically, the College seeks:

- To develop an ongoing process to identify the changing, non-traditional learning needs of diverse populations, and to satisfy those needs through innovative methods, curricula, and schedules.
- To apply the knowledge and skills of current adult learning techniques in CCE, together with other academic units of the University, to help meet the changing educational needs of various adult populations.
- To initiate and maintain cooperative relationships with other units of the University and other institutions and organizations in order to help assure that no essential educational need goes unmet.
- To broaden the scope of international programs on the campus, in satellite centers, both in the U.S. and abroad, to accommodate both American and foreign students.